DOCUMENT RESUME

ED 033 413 CG 004 548

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TITLE Manifest Needs of Freshmen Who Later Use Psycholcgical Services.
INSTITUTION American Personnel and Guidance Association, Washington, D.C.; Rochester Univ., N.Y.
Pub Date Mar 69
Note 17p.; A portion of the data on this paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 3, 1969

EDRS Price EDRS Price MF-$0.25 HC-$0.95
Descriptors Achievement, Aggression, *College Freshmen, College Students, *Ccunseling, Individual Characteristics, Individual Differences, Patients (Persons), *Student Characteristics, *Student Needs, *Student Perscnnel Services
Identifiers Jackson Personality Research Form, Scholastic Aptitude Test Verbal

Abstract

This study seeks to identify in advance the personality traits cf freshmen who will later seek ccunseling because of psychological discomfort. When clients were ccmpared with nonclients (415 males, 257 females), psychiatric clients (10 males, 16 females) were higher in impulsivity, and lcwer in crder and ccgnitive structure; and personal ccunseling males (16) were higher in autcnomy and lcwer in affiliation.
Vocational-educational clients were ccmpared with nonclients with vccational-educational problems (24 males, 64 females). In the first ccmparison, male clients were higher in aggression and autonomy while female clients were higher in aggression and impulsivity; and in the second comparison, male clients were higher in achievement, endurance, crder, and cognitive structure while female clients were again higher in aggression and impulsivity. When ccmpared with psychiatric clients, counseling service males were higher in crder and females higher in crder and cognitive structure. (Author)

ED033413

ABSTRACT

Manifest Needs of Freshmen Who Later Use

Psychological Services[1]

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When clients were compared with non-clients (males, N=415; females, N=257), Psychiatric clients (males, N=10; females, N=16) were higher in Impulsivity, and lower in Order and Cognitive Structure; and Personal Counseling males (N=16) were higher in Autonomy, and lower in Affiliation. Vocational-educational clients were compared with non-clients and non-clients with vocational-educational problems (males, N=24; females, N=64). In the first comparison, male clients were higher in Aggression and Autonomy while female clients were higher in Aggression and Impulsivity; and in the second comparison, male clients were higher in Achievement, Endurance, Order, and Cognitive Structure while female clients were again higher in Aggression and Impulsivity. When compared with Psychiatric clients, Counseling Service males were higher in Order, and females higher in Order and Cognitive Structure.

CG004548

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Manifest Needs of Freshmen Who Later Use Psychological Services[1]

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In studying the normal personality traits of students who use psychological services, researchers have frequently dealt with how a student describes himself when seeing a counselor (Cartwright, 1963; Goodstein, et al., 1961; Heilbrun, 1960; Minge & Bowman, 1967). On this occasion a student is more likely to describe himself as rather personably incompetent, because he feels he needs help, than to report the traits which may be causing the difficulty. If counselors were aware of the latter traits, counseling goals might become more preventative rather than merely relieving "psychological discomfort". The present study seeks to identify in advance the personality traits of freshmen who will later seek counseling because of psychological discomfort.

In two studies involving normal personality traits of students who later did or did not seek counseling, few if any differences were found (Berdie & Stein, 1966; Mendelsohn & Kirk, 1962). These studies perhaps overlooked important distinctions between students who use two different services, since neither study distinguished between vocational-educational and personal

counseling. In addition to these two services, the present study seeks the manifest needs of students who later contact a psychiatric service, and also seeks to clarify why students with vocational-educational problems do or do not later seek vocational-educational counseling.

METHOD

Subjects. The subjects consisted of an entire freshman class, each member of which either did or did not use the university psychological services; these services consist of Health Service which provides psychotherapy and the University Counseling Service which provides both vocational-educational and personal counseling. Ss are grouped by sex according to the use of these facilities in Table 1. The additional Ss studied, the non-counseled control group for the vocational-educational problem area, were located by a questionnaire from another recent freshman class. This vocational-educational planning questionnaire was completed at the end of the freshman year by 83 male and 155 female liberal arts students, a return of 77.5 per cent for males and 79.8 per cent for females. Out of these respondents, 24 non-counseled males and 64 non-counseled females reported having a vocational-educational problem.

Insert TABLE 1 about here

Instruments. The Jackson Personality Research Form (PRF; Jackson, 1967) Form AA, a measure of 20 manifest needs and social desirability, and the Scholastic Aptitude Test-Verbal (SAT-Verbal) of the College Boards, a measure of ability, were used. The PRF has good convergent, discriminant and behavioral validity. All testing was completed prior to entering college.

Statistical treatment. All groups were compared, with the exception of the control Ss for the vocational-educational problem area, by a simple analysis of variance separately by sex. Group means for variables with significant overall F-ratios were contrasted orthogonally (Edwards, 1960, pp. 140-143). The relative consistency of the rank order of the group means across the overall significant F-ratios dictated the 10 orthogonal contrasts made. The non-counseled Ss who reported a vocational-educational problem were compared with the vocationally-educationally counseled Ss with t-tests separately by sex.

RESULTS

The significant F-ratios from the analysis of variance are in TABLE 2. Of the six significant PRF variables for males, four of the same variables were significant for females. SAT-Verbal was significant only for females. The means and standard deviations for these variables are in TABLE 3. The significant PRF orthogonal contrasts are in TABLE 4.

Insert TABLES 2,3, and 4 about here

In general, manifest needs predicted the differential use of the psychological services. When compared with non-clients, psychiatric Ss showed fewer internal controls, and personal counseling males were more nonconforming and uncongenial socially. No differences were found for personal counseling females. Psychiatric females and personal counseling females were somewhat more verbally able than non-clients (see TABLE 5). When therapeutic situations were compared, i.e., psychiatric therapy and personal counseling, few differences emerged, personal counseling females were more congenial and controlled while personal counseling males were only less social than psychiatric Ss. When psychiatric and personal counseling Ss were compared with vocational-educational Ss, psychiatric Ss and personal counseling males were generally more accepting of uncertainty; personal counseling females were less irritable. When vocational-educational Ss were compared with non-clients, they were more irritable, while females were additionally more impulsive and males additionally more non-conforming. Few differences emerged between clienteles of either service, Counseling Service Ss were only more organized in their approach to life.

Insert TABLE 5 about here

The results for males (N=5) who used both services were interesting but difficult to interpret because of the small N and the inconsistent trends (see TABLE 4, footnote b).

When students with vocational-educational problems who did or did not seek counseling were compared, a unique need pattern emerged only for males as seen in Table 6. For females whether or not the problem area was controlled, the same needs differentiated counseled from non-counseled females. Counseled males were more methodical and more task-oriented than non-counseled males.

Insert TABLE 6 about here

DISCUSSION

As expected, manifest needs which lead to conflict within the college environment are not those expressed during counseling, for during counseling a greater self-devaluation is evident (Heilbrun, 1960; Minge & Bowman, 1967). Thus, a counselor, if he wants to decrease the likelihood of conflict for a student in the future, can profit from an awareness of a student's pattern of behavior prior to counseling.

After studying the manifest needs reported prior to counseling, the following implications for counselor goals emerged. The psychiatrist might stress setting limits and developing impulse controls. In personal counseling with men, the counselor might stress developing constructive responses to criticism and developing skills for reciprocal interactions with others. For women, counselor goals might stress providing support,

clarifying reality, and discussing alternative solutions--since women who came for personal counseling likely did so because of situational factors rather than life style. Since students who seek vocational-educational counseling are likely at odds with the structure of the college environment, one can only encourage the counselor to be congenial, clarify reality, and provide information about available options. These goals were implied from the ways students who later came for counseling differed from students in general.

From another vantage point, some answer was found as to why students with vocational-educational problems do or do not later seek counseling. Men see a counselor because they are more task-oriented and systematic in resolving problems. No unique reason was found for why women with vocational-educational problems do or do not see a counselor, since the same needs which distinguished counseled women from women in general were again found. The earlier finding by Apostal (1968) that students who did not see a counselor, but had a vocational-educational problem, were more independent was not replicated. His criterion for selecting his non-counseled sample possibly was reflected in his results, i.e., he selected students who <u>did</u> something about their problem, they changed colleges within a university during their freshman year.[4]

More general understanding of the relationship of personality traits of students to the use of psychological services is not needed. Rather, future research should (1) specify the coping

behaviors for the relevant student population, (2) develop the means for measuring a student's ability to cope with these behaviors, and (3) identify the appropriate remedial task situations. This approach would produce a more task-relevant counselor and student alike in counseling, particularly if a counselor were aware of a student's pattern of behavior prior to counseling.

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FOOTNOTES

[1]A portion of the data presented in this paper was reported at the meeting of the American Personnel and Guidance Association, Las Vegas, April, 1969.

[2]Appreciation is expressed to Sally M. Trask for collecting the major portion of the data reported here.

[3]In Table 6 there was a significant difference in SAT-Verbal between counseled & non-counseled Ss. In data not reported here, the author found no association between the significant PRF variable and SAT-Verbal in Table 6 for another sample of male freshmen (N=107).

[4]Apostal (1968) reported neither the N for the non-counseled Ss, nor the sex composition of the counseled or non-counseled Ss.

Table 1

Freshmen Grouped According to Use of the Psychological Services

(Males, N=490; females, N=339)

Group	Males	Females	Totals
Psychiatric Center	10	16	26
Counseling Center:			
Personal	16	17	33
Vocational-educational	44	38	82
Both Centers	5	11	16
Totals:	75	82	157
Neither Center	415	257	672
			829

Table 2

The Significant Variables from the Analysis of Variance on Freshmen Who Differentially Used the Psychological Services (Males, N = 490; Females, N = 339)

Variable	Sex	df	F-ratio
Impulsivity	males	4/485	2.72*
	females	4/334	4.37**
Order	males	4/485	2.90*
	females	4/334	2.57*
Cognitive Structure	males	4/485	2.42*
	females	4/334	3.11*
Aggression	males	4/485	4.43**
	females	4/334	2.46*
Affiliation	males	4/485	3.19*
Autonomy	males	4/485	4.42**
SAT-Verbal	females	4/334	3.11*

*p<.05

**p<.01

Table 3

Means and Standard Deviations for Variables by Groups with Significant F-ratios from the Analysis of Variance

Group	Sex	N	Variables													
			Impulsivity		Order		Cognitive Structure		Aggression		Affiliation		Autonomy		SAT-Verbal	
			$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Psychiatric	M	10	11.30	4.58	6.10	3.80	7.90	4.52	6.60	4.12	15.10	4.25	10.60	3.55	--	--
	F	16	13.18	4.82	6.68	4.59	7.00	3.50	6.43	3.60	--	--	--	--	677.81	47.35
Personal Counseling	M	16	9.37	5.07	9.12	4.58	9.31	4.39	8.81	3.59	11.93	3.76	10.62	3.62	--	--
	F	17	10.47	3.18	9.47	4.24	10.29	3.39	5.05	2.94	--	--	--	--	671.23	46.91
Voc.-Educ. Counseling	M	44	9.79	2.96	10.61	4.66	11.47	3.91	7.93	3.64	13.95	3.93	10.25	3.17	--	--
	F	38	11.71	3.49	9.92	4.06	9.26	3.27	6.86	3.04	--	--	--	--	636.89	56.85
Both Centers	M	5	13.00	4.28	12.60	4.02	10.80	3.54	10.00	4.33	16.40	3.26	11.00	2.60	--	--
	F	11	10.00	3.59	7.90	3.28	9.63	4.11	6.54	2.57	--	--	--	--	663.27	48.07
Non-Clients	M	415	9.08	3.46	10.37	4.42	10.73	3.66	6.49	3.35	14.90	3.68	8.68	3.32	--	--
	F	257	9.88	3.80	9.93	4.39	10.11	3.65	5.55	2.73	--	--	--	--	636.23	65.29

Table 4

The Results of the Orthogonal Contrasts on the Means of the PRF Manifest Needs with Significant F-ratios from the Analysis of Variance

Area of Personality Structure [a]	Manifest Needs		Contrast										
			Sex	Bth <or> Oth[b]	PC <or> N-C	PC <or> V-E	PC <or> PS	PS <or> N-C	PS <or> V-E	V-E <or> N-C	V-E & PC <or> PS	V-E & PC <or> N-C	PS & PC <or> N-C
Direction from People	Autonomy	M		>*						>**		>**	>**
Impulse Expression and Control	Impulsivity	M	>*					>*					
		F	>*				<*	>**		>**			>**
	Order	M	>*					<**	<**		>*		<**
		F						<**			>*		<*
	Cognitive Structure	M				<*		<*	<**				<**
		F					>**	<**	<*		>**		
Interpersonal Orientation	Affiliation	M	>*	<**			<*					<**	
	Aggression	M	>*	>**						>*		>**	
		F				<*	<**			>**			

Note: Both Centers (Bth)--males (N=5), females (N=11); Personal Counseling (PC)--males (N=16), females (N=17); Non-Clients (N-C)--males (N=415), females (N=257); Vocational-Educational Counseling (V-E)--males (N=44), females (N=38); Psychiatric Service (PS)--males (N=10), females (N=16).

[a] The PRF variables were grouped according to the general findings from factor analytic studies (Jackson, 1967).

[b] "Others" varied according to the possible comparisons permissible from the rank ordering of the group means. Specifically, for each need variable that was significant "Others" meant for...

Impulsivity--(Males) Vocational-Educational & Personal; (Females) Psychiatric
Order --(Males) Non-Clients, Personal & Psychiatric
Affiliation--(Males) Vocational-Educational & Personal
Aggression--(Males) Psychiatric and Non-Clients

*p <.05
**p <.01

Table 5

The Significant Orthogonal Contrasts (t-tests) on Verbal Ability (SAT-Verbal) for Female Freshmen Grouped by Use of the Psychological Services (N=339)

Comparison	df	t-value
Psychiatric (N=16) vs.		
Vocational-educational (N=38)	334	2.02*
Psychiatric (N=16) vs.		
Non-clients (N=257)	334	2.56*
Personal (N=17) vs.		
Non-clients (N=257)	334	2.22*
Psychiatric (N=16) & Personal (N=17)		
vs. Non-clients (N=257)	334	3.29**

Note: The orthogonal contrasts made were the same as in Table 4

* p <.05

** p <.01

Table 6

The Significant Mean Differences (t-tests) between Counseled and Non-counseled Freshmen with Vocational-Educational Problems

Variable	Group: Counseled Mean	Counseled SD	Non-Counseled Mean	Non-Counseled SD	df	t-value
Females						
Impulsivity	11.71	3.49	9.91	3.87	100	2.35*
Aggression	6.86	3.04	5.58	2.91	100	2.12*
Males						
Order	10.61	4.66	7.79	4.69	66	2.37*
Cognitive Structure	11.47	3.91	9.17	4.32	66	2.33*
Achievement	14.27	3.24	11.58	3.53	66	3.16**
Endurance	11.54	3.86	9.25	3.96	66	2.31*
SAT-Verbal	612.27	70.13	648.87	71.74	65	-2.00*

Note.-Counseled were 44 males and 38 females; the Non-Counseled were 24 males and 64 females. A SAT-Verbal score was missing for a Non-Counseled male.

*p <.05

**p <.01